Internal Verification and Malpractice Policy

Aims and Objectives of the policy

Aims

Woolton High School are committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies. The way learners' work is assessed must serve the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of our learners.

Objectives

a) To assess learners' work with integrity by being consistent and transparent in our assessment judgements and processes so that the outcomes are fair, reliable and valid.

b) To ensure that assessment standards and specifications are implemented fully (both in spirit and in letter), so that no risk is posed to the reputation of the awarding bodies or the qualifications we offer.

c) To establish quality control and recording mechanisms for assignments and their assessment through a system of sampling, moderation, internal verification and cross-departmental co-ordination as appropriate to the requirements of the programmes we offer.

d) To provide learner-centred approaches to assessment, which provide opportunities for learners to achieve at levels commensurate with the demands of their course.

e) To encourage where necessary independent learning to our pupils and or even a guided discovery approach. IN particular in year 11. This will prepare our learners for level three and college.

Roles & Responsibilities

Quality Nominee

The Quality Nominee should ensure the effective management of your BTEC programmes and actively encourage and promote good practice your centre. They will be the main person involved with Quality Review and Development in your centre and will liaise directly with the Centre Quality Reviewer.
They will liaise with the appropriate centre and Edexcel staff to ensure that:

- All programmes are approved and registrations are accurate and up-to-date.
- All staff are aware of Edexcel requirements.
- There is an accredited Lead Internal Verifier in place for each Principal Subject Area, where required.
- Assessment and internal verification is effective on all Edexcel BTEC and Edexcel vocational programmes.
- Standards Verification is completed successfully.
- Edexcel's approval conditions and policy requirements are being implemented consistently and effectively.

Lead Internal Verifier

The Lead IV should be:

- Someone with the authority to oversee assessment outcomes, ideally this would be the programme leader as this would normally be a key part of their role.
- Directly involved in the assessment/delivery of a programme, so that they understand the units.
- Able to coordinate across assessors and other internal verifiers for a Principal Subject Area.

2. The Role of the Assessor

As an assessor, you will:

- Design assessment activities which guide your learners to produce evidence that meets the targeted assessment criteria and unit content and any associated guidance.
- Assess the work submitted by learners, checking authenticity and sufficiency of evidence produced against the relevant criteria.
- Accurately record all assessment decisions.
- Provide feedback to learners, identifying which criteria have been achieved and giving opportunities for improvement.
- Follow up any advice from your internal verifier.

2.1 Internal Assessment

Internal Assessment is defined as the process where staff make judgements on evidence produced by learners against required criteria for the BTEC qualification.

Assessment materials must be internally verified before being issued to learners.
a) Completed learner assignments will be assessed internally, be subject to internal verification, lead internal verification sampling and standards verification by the awarding body.
b) Learners must be left in no doubt that any grade awarded will be subject to internal and/or external scrutiny, (moderation) and that ultimately the final decision rests with the awarding body.
c) The Assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, authentic and that judgement of evidence is valid and reliable.
d) Submission of Evidence

Only **one submission** is allowed for each assignment.

The assessor must formally record the assessment result and confirm the achievement of specific assessment criteria. Assessment criteria in each unit are assessed once only. **The assessor must:** formally **record and confirm** the achievement of specific assessment criteria complete a **confirmation** that the evidence they have assessed is authentic and is the learner's own work.
The assessor must not: provide feedback or guidance on how to improve the evidence to achieve higher grades.
Each learner must submit:

- An assignment for assessment which consists of evidence towards the targeted assessment criteria
- A **signed-and-dated declaration of authenticity** with each assignment which confirms they have produced the evidence themselves.

2.2 Resubmissions

The Lead IV will only authorise a resubmission if all the following conditions are met;

- The learner has met initial deadlines set in the assignment.
- The tutor judges the learner will be able to provide improved evidence without further guidance.
- The assessor has authenticated the evidence submitted and this is accompanied by a signed-and-dated declaration of authenticity by the learner.

3 Internal Verification

a) The Internal Verifier is at the heart of quality assurance on BTEC programmes. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and quality improvement.
b) Each course will have identified Internal Verifier(IV) this allows accuracy and validity of assessment decisions to be determined. The team on Internal Verifiers will be coordinated by a
Lead Internal Verifier for each PAT
c) (Lead) Internal Verifiers will have the knowledge and qualifications relevant to the qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.
d) Provision will be made for communication between curriculum areas to share 'best practice' and areas of concern. Typically, this will be achieved through an annual meeting of Internal Verifiers/programme managers at which standards and processes are discussed to maximise consistency between courses.

3.2 Authentication of Candidate's Work

a) On each unit learners must sign that the work submitted is their own and teachers / assessors should confirm that the work assessed is solely that of the candidate concerned and was conducted under required conditions.
If the learner hands in an assignment and teachers suspect it is not the learner's own work, the matter should be reported to the Quality Nominee and appropriate action taken.

Learner Misconduct

Misconduct covers a range of offences, which can be collectively described as cheating. The following is not an exhaustive list and the Academy reserves the right to include any other type of cheating under the terms of this policy
Policy Document

a) Plagiarism: taking someone else's work, images or ideas, whether published or not, and with or without their permission, and passing them off as your own: thereby not properly acknowledging the original source. This particularly relates to material downloaded from the Internet or copied from books
b) Copying the work of other learners with or without their permission and knowingly, allowing another learner to copy one's own work.
c) Colluding with other learners to produce work, which is then submitted individually, except where this is specifically required/allowed by the assessment criteria.
d) Falsely claiming extenuating circumstances to gain an unfair advantage in assessment outcomes
e) Submitting work done by another learner as your own.

3.3 Preventing Learner Misconduct

Woolton High School will take positive steps to prevent and reduce the occurrence of malpractice by learners. These will include:
a) Using the induction period to inform learners of the policy on malpractice and consequent penalties.
b) Showing learners the appropriate formats to record cited texts and other materials or information sources including websites. Learners should not be discouraged from conducting research; indeed evidence of relevant research often contributes to the achievement of higher grades. However, the submitted work must show evidence that the learner has interpreted and synthesised appropriate information and has acknowledged any sources used.
c) Introducing procedures for assessing work in a way that reduces or identifies malpractice, eg plagiarism, collusion, cheating, etc. These procedures may include:
o The requirement for interim work to be handed in before final deadlines to give a picture of the learner's progress.
o Periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the learner.
o Altering assessment assignments/tasks/tools on a regular basis.
o the assessor assessing work for a single assignment/task in a single session for the complete cohort of learners.
o Using oral questions with learners to ascertain their understanding of the concepts, application, etc within their work.
o Assessors getting to know their learners' styles and abilities.
d) Ensuring access controls are installed to prevent learners from accessing and using other people's work when using networked computers.

3.4 Investigating Learner Misconduct

There will be an investigation if learner misconduct is suspected which may lead to disciplinary action.
a) Learners who attempt to gain an award by deceitful means will automatically have their result(s) suspended (held) pending a thorough investigation instigated by the Quality Nominee. The learner will be informed at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences.
b) The outcome of the investigation will determine the appropriate course of action to be taken by the school. Any case where learner malpractice is found to be substantiated will be reported to the awarding body.
c) If no evidence is found that the learner cheated, then the benefit of the doubt should be given to the learner and the grade achieved should be awarded.

3.5 Grounds for Appeal

A learner/candidate would have grounds for appeal against an assessment decision in the following situations. This list is selective and not exhaustive.
a) The work is not assessed according to the set criteria or the criteria are ambiguous.
b) The final grade of the work does not match the criteria set for grade boundaries or the grade boundaries are not sufficiently defined.
c) The internal verification procedure contradicts the assessment grades awarded.
d) There is evidence of preferential treatment towards other learners/candidates.
e) The conduct of the assessment did not conform to the published requirements of the Awarding Body
f) Valid, agreed, extenuating circumstances were not taken into account at the time of assessment, which the school was aware of prior to the submission deadline.
g) Agreed deadlines were not observed by staff.
h) The current Assessment Plan was not adhered to.
i) The decision to reject coursework on the grounds of malpractice.

3.6 Formal appeal procedures

a) If, after informal discussion with the Internal Verifier, the candidate wishes to make a formal appeal, the candidate must ask the Internal Verifier, in writing, for a reassessment.
This must be done within 10 working days of receiving the original assessment result.
b) The Quality Nominee with the Internal Verifier, on receipt of the formal appeal from the candidate, will try to seek a solution negotiated between the relevant assessor and the candidate. If it is not possible to reach an agreement, the Quality Nominee and the Internal Verifier will set a date for the Internal Verification Appeals Panel to meet.
c) The Internal Verification Appeals Panel will be convened and will meet within 2 weeks of the receipt of the appeal by the Internal Verifier, with re-assessment, if deemed necessary by the panel, taking place within 15 working days of the appeals panel meeting.
d) The outcome of the appeal may be:
 Confirmation of original decision;
 A re-assessment by an independent assessor;
 An opportunity to resubmit for assessment within a revised agreed timescale.

3.7 Staff Malpractice

The following are examples of malpractice by staff. This list is not exhaustive.
a) Alteration of awarding body assessment and grading criteria
b) Failure to assess learner work within an appropriate timescale
c) Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves staff producing work for the learner.
d) Producing falsified witness statements, for example for evidence the learner has not generated
e) Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/ coursework
f) Facilitating and allowing impersonation
g) Misusing the conditions for special learner requirements,
h) Failing to keep learner computer files secure
i) Falsifying records/certificates, for example by alteration, substitution, or by fraud
j) Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment

Health and Safety

The Health and Safety of pupils, staff and visitors is primarily the responsibility of the Governing Body, in consultation with the Head teacher, any Health and Safety Representatives and the Caretaker. However, all teachers and other staff share the oversight and responsibility for the prevention of dangerous practices, faulty equipment, the fabric of the building and outdoor areas, etc.

Each member of staff must take all reasonable steps to ensure that every pupil in his or her care is not exposed to unacceptable risks.

Registrations and Certifications

Registrations are declared to the exam's officers at the beginning of the Term. This will have information of the course also. The Quality Nominee alongside the subject lead for the subject will input the pupils for registrations using edxcel.online

Certification is completed by the Quality Nominee and this take place approx. 30th June every academic year. Due to the size of the centre this is more feasible for our centre.

Special Consideration

As a School we recognise disabilities are of a diverse nature and we do not tolerate discrimination on the basis of disability.

We aim to facilitate open access for pupils who are eligible for some reasonable adjustment and/or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured. This will be achieved in two ways. Firstly by reasonable adjustment; this is agreed at the pre-assessment planning stage and is any action that helps to reduce the effect of a disability or difficulty, which places the pupil at a substantial disadvantage in the assessment situation. Reasonable adjustments will not affect the reliability or validity of assessment outcomes or give the pupil an assessment advantage over other pupils undertaking the same or similar assessments.

Secondly through special consideration; this is a post-assessment allowance to reflect temporary illness, injury or indisposition that occurred at the time of assessment. Any special consideration granted cannot remove the difficulty the pupil faced at the time of assessment and can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised.

Where staff malpractice is suspected, an investigation will take place under staff disciplinary procedures.

4. Responsibility
 Responsible for Policy: Quality Nominee
 Responsible for implementation: Quality Nominee, Course Assessors, Lead IV's,IVs and CL's.

5. Access to Policy
a) Copies of the policy are available via Staffshare

Policy reviewed June 2022
For review again in July 2023